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ABSTRACT

The purposes of this article are to assess the status of speech teachers employed in Michigan public high schools during the 1974-75 school year and to compare the current status with previous analyses in order to identify trends useful to persons in speech education. A study was conducted which focused on the years of teaching experience in relation to selected demographic data, the academic preparation, and the teaching assignments of the 1,565 Michigan teachers who either taught speech or were academically prepared to do so. The study found the following: a significant decrease in the number of teachers who have assignments which include speech and in the number of teachers who majored or minored in speech, in spite of an increase in language arts teachers; increases in the number of assignments held by speech majors that include English and in the number of speech assignments held by English majors; and a need to investigate further the significant increase in the employment of teachers who earned their bachelor's degree outside of Michigan. Ten tables of findings are included. (JM)

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THE STATUS OF SPEECH TEACHERS AND/OR TEACHERS ACADEMICALLY PREPARED TO TEACH SPEECH IN MICHIGAN PUBLIC HIGH SCHOOLS: 1974-75

Sharon A. Ratliffe and Merlene M. Rizzo

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During the past five years, both teachers involved in speech communication education and students preparing to become speech communication teachers have been keenly aware of a shrinking job market. Periodic reports of the status of speech teachers in Michigan high schools have been made available in the past. It is the purpose of this article to (1) assess the status of speech teachers employed in Michigan public high schools during the 1974-75 school year and (2) to compare the current status with previous analyses in order to identify trends that may be useful to persons in speech communication education who desire to keep abreast of the status of the field, including the job market.

More specifically, this study focuses upon the status of (1) the teacher of speech courses and (2) the teacher who holds a major or minor in speech who may not necessarily be teaching speech courses. Extensive comparisons are made with the 1970-71 Ratliffe, Herman, and Call study[1] since the data for the 1974-75 and the 1970-71 studies were provided by the same source.[2] Where possible, additional comparisons are made with the findings of the 1965-66 Ratliffe-Herman study[3] and the 1948-49 Carruth study.[4]

The Michigan Department of Education "Annual Report of Professional Personnel Employed in Public Schools" included a total of 8,692 language arts teachers at the high school level.[5] Of these teachers, 18.00 percent (N=1,565) either held a curricular teaching assignment in speech or were academically prepared to teach speech (i.e., held a major or minor in speech). This study focuses on these 1,565 teachers in terms of (1) their years of

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teaching experience in relationship to selected demographic data, (2) their academic preparation, and (3) their teaching assignments. Table I provides an initial comparison between the 1970-71 and 1974-75 data, suggesting an increase in the total number of language arts teachers but a decrease in the number of persons teaching speech and/or academically prepared to teach speech:

(TABLE I)

Teaching Experience

Table II reveals that, based on the 1974-75 sample:

1. Slightly less than three-fourths had 10 or less years of teaching experience.
2. Less than one-fifth were in their first or second year of teaching.
3. Slightly less than one-half had taught for less than six full years.
4. Over four-fifths held full time teaching positions.
5. Slightly more than three-fifths were women.
6. Over four-fifths were white.

(TABLE II)

Between 1970-71 and 1974-75, the percentage of women decreased by 3.99 percent (from 65.33 to 61.34 percent), the percentage of white teachers increased by .91 percent (from 92.76 to 93.76 percent), and the percentage of full time teachers increased by 2.66 percent (from 82.07 to 84.73 percent). However, in Table III, an examination of the percentage of persons in the 1970-71 and 1974-75 samples who fell in the same categories of years of experience suggests that while there is less than a one percent change in the percentage of person with ten or less years of teaching experience, there appears to be six percent fewer teachers in 1974-75 with six or less years of experience

and an increase of nearly six percent of the 1974-75 sample with six to ten years of teaching experience. This may suggest that during the years that have elapsed between the

(TABLE III)

two studies, fewer teachers with relatively few years of experience (6 or less) have been hired or that such teachers may have been hired and released or layed-off. Either assumption would seem to be supported by the over five percent decrease in the total percentage of speech teachers and/or teachers academically prepared to teach speech, inspite of a slight increase of about one and one-half percent in the total number of language arts teachers and/or teachers with language arts background. Table III may also suggest that either teachers with relatively more years of experience (6-10; 11-20) are being hired and/or teachers are remaining in the field longer, perhaps an indication of decreased mobility. Table III also suggests that the question should be raised as to whether the positions held by teachers with speech background who retire or who leave the system with over thirty years of experience are retained and whether they are being filled by teachers with speech background.

While the 1970-71 study reported a slight but growing trend in the number of women, an analysis of the 1974-75 sample suggests a slight reversal, with 3.99 percent more men than women. As indicated in Table IV, there appears to be over six percent more males than females in their first year of teaching during 1974-75.

(TABLE IV)

Black teachers represent 6.01 percent (N=94) of the total 1974-75 sample. 8.02 percent (N=77) of the women were Black as compared with 8.79 percent (N=115) in the 1970-71 sample while 2.81 percent (N=17) of the men

were Black in the 1974-75 sample as compared to 3.31 percent (N=22) in the earlier study. The apparent decrease in Black men is not consistent with the increase in males in the total 1974-75 sample. Table V indicates that Black teachers were employed in 16 different Michigan counties in 1974-75, an increase of 2 counties over the 1970-71 study.

(TABLE V)

Slightly over half the Black teachers (52.13 percent) were employed by the Detroit Public Schools in 1974-75, which is 18.30 percent less than in 1970-71. Inspite of this, as suggested in Table VI, there was a greater increase between the 1970-71 and 1974-75 samples in the percentage of Blacks employed in Detroit with six to ten years of experience than was the percent increase of the total sample, of the total Blacks, or of Blacks employed outside of Detroit. While the assumption is not supported by the data provided here, it

(TABLE VI)

may be speculated that more Black teachers than white teachers are retaining their positions longer. With the exception of a slight increase in the percentage of Black teachers employed outside of Detroit and having two to five years of experience, all four of the above categories of percentages of teachers seem to have changed in the same direction.

Academic Preparation

Information is available to make a comparison between the academic degrees held by teachers in the 1974-75 sample with teachers in three previous studies. Table VII includes the results of the comparison.

(TABLE VII)

An analysis of Table VII reveals that nearly all the teachers continue to

hold bachelor's degrees and an increasing but small percentage continue to have the specialist and doctorate degrees. The percentage continue to have the specialist and doctorate degrees. The percentage of teachers who hold Master's degrees has increased by about five percent. However, there appears to be a significant recent decrease (22.28 percent) in the percentage of teachers who earned their bachelor's degree in Michigan.

Table VIII provides a comparison of the predominant major-minor combinations held by 1974-75 teachers with those in three previous studies.

(TABLE VIII)

The total percentage of speech majors and minors appears to have increased by four percent since 1970-71 for the smallest increase in percentage over the four studies. It is useful to observe that for the first time, the percentage of speech majors without English has decreased (-4.18) and the percentage of English majors without speech has increased (+16.37). In addition, English-speech double majors have increased by 4.33 percent. This may suggest that school systems are placing higher priority on hiring and/or retaining teachers who have English background than on those who have speech background.

Teaching Assignments

(TABLE IX)

Table IX indicates that of the teachers in the 1974-75 sample:

1. 33.08 percent (N=515) held assignments that included at least one speech course, which is 9.97 percent less than in 1970-71. Nearly four-fifths of these assignments (N=413) were taught by speech majors and minors, an increase of 7.46 percent over the 1970-71 sample but a decrease of 214 actual assignments. In

1974-75, three-fifths (N=309) of these assignments were taught by speech majors, an increase of 6.76 percent over the 1970-71 sample; but a decrease of 150 actual assignments.

2. 37.86 percent (N=195) had assignments consisting of only speech, a decrease of 9.58 percent and of 222 actual assignments when compared with the 1970-71 sample. In the 1974-75 sample, 85.25 percent (N=167) of these assignments were held by speech majors or minors, an increase of 7.56 percent over the 1970-71 sample; but a decrease of 135 actual assignments when compared with the 1970-71 sample.
3. 71.50 percent (N=1,036) who held speech majors or minors had assignments that did not include a speech course, which is an increase of 6.99 percent but a decrease of 104 actual assignments when compared with the 1970-71 sample, an increase of .79 percent but a decrease of 95 actual assignments when compared with the 1970-71 sample.

Table X provides data on percentage as well as numerical changes between the 1970-71 and 1974-75 samples. From this data, it appears clear that

(TABLE X)

while the percentage of speech assignments as well as the number of majors and minors in speech seem to have increased in 1974-75 over 1970-71, the actual number of speech positions and of teachers holding speech majors and minors seem to have decreased. At the same time, there appears to be an increase (N=383) in the number of teachers holding speech majors or minors who have teaching assignments which include English but not speech.

Conclusions

Three conclusions clearly seem warranted:

1. Inspite of an apparent increase in the number of language arts teachers, there seems to be a significant decrease in both the number of teachers who have assignments which include speech and in the number of teachers who hold majors or minors in speech. This situation would seem to be a mandate to faculty in college teacher preparation programs in speech education to place increasing emphasis in both pre-service and in-service education on the integral role speech education plays in the development of the individual and society so that teachers can justify their programs when challenged and can articulate the need to have persons prepared in speech as teachers and directors of speech programs. In addition, speech communication professional organizations should be increasing efforts to provide certifying and accrediting agencies as well as the general citizenry with information that supports the rationale for including speech education taught by well-prepared speech educators at the secondary level. Such associations might consider developing "survival kits" to be made available to teachers whose programs are in jeopardy. Both professional organizations and college speech education programs should place high priority on the development of research instruments and studies to empirically identify both the kind and degrees of learning that results from speech education at the secondary level, perhaps as a tool not only for retaining existing speech programs but also as a rational for requiring speech in every high school.

2. There appears to be an increase in the number of assignments held by speech majors that include English as well as an increase in the number of speech assignments held by English majors. This would seem to reinforce the need to advise pre-service teachers in speech education to either minor in English or, if possible, elect a double major in Speech and English so they might be more flexible in teaching within the language arts area and, thus, more competitive in the job market. Perhaps, this also suggests to college

English and speech communication departments and to English and Speech communication associations that they attempt to integrate their programs in secondary education so as to better serve the needs of both pre-service and in-service teachers.

3. It may be useful to conduct further research specifically designed to investigate what appears to be a significant increase in the employment of teachers who have earned their bachelor's degree outside of Michigan. Aside from the significant reduction of speech assignments and of teachers with speech majors or minors, this increase in reciprocity seems to be the clearest changing trend in speech education in Michigan high schools.

FOOTNOTES

Sharon A. Ratliffe (Ph.D., Wayne State University, 1972) is Associate Professor of Communication Arts and Sciences at Western Michigan University. Merlene M. Rizzo is a senior majoring in Communication Arts and Sciences at Western Michigan University. Ms. Rizzo received a WMU Honors College Undergraduate Research Assistantship which supported her participation in this study. The data was provided by the Teacher Certification Office of the Michigan State Department of Education.

[1]Sharon A. Ratliffe, Deldee M. Herman, and Janet A. Cal[illegible]. "The Status of Speech Teachers and/or Teachers Academically Prepared to Teach Speech in Michigan Public High Schools," Michigan Speech Association Journal, VII (March, 1972), 10-18.

[2]Data for both the 1970-71 and 1974-75 studies were taken from the Michigan State Department of Education "Annual Report of Professional Personnel Employed in Public Schools." This document is a compilation of information about the status of teacher provided by administrators in every Michigan school district as required by law.

[3]Sharon A. Ratliffe and Deldee M. Herman. "The Status of Speech in High Schools of Michigan," The Speech Teacher, XVIII (January, 1969), 45-49.

[4]Hayden K. Carruth, "Curricular Speech in Michigan High Schools," unpublished doctoral dissertaion, University, 1955.

[5]"Language Arts" includes four categories: English, Journalism, Language Arts, and Speech. ("Speech" includes drama, radio, and speech.)

TABLE I: COMPARISON OF TOTAL LANGUAGE ARTS TEACHERS WITH TOTAL TEACHERS OF SPEECH AND/OR TEACHERS PREPARED TO TEACH SPEECH (1970-71 AND 1974-75)

	LANGUAGE ARTS TEACHERS (TOTAL N)	SPEECH TEACHERS AND/OR TEACHERS ACADEMICALLY PREPARED TO TEACH SPEECH	
		(TOTAL N)	(PERCENTAGE OF TOTAL LANGUAGE ARTS TEACHERS)
1970-71	8,554	2,002	23.27
1974-75	8,692	1,565	18.00
CHANGE: (N)	+138	-437	
(%)	+1.59	-21.83	-5.27

TABLE II: TEACHING EXPERIENCE, RACE[1], SEX, AND STATUS OF EMPLOYMENT

YEARS OF EXPERIENCE:	0-1		2-5		6-10		11-20		21-30		31-40		41-50		SUB-TOTALS FEMALE		SUB-TOTALS MALE		TOTALS	
SEX:	F	M	F	M	F	M	F	M	F	M	F	M	F	M	N	%	N	%	N	%
FULL TIME:																				
Black	6	4	18	3	29	4	11	3	4	2	0	0	0	0	68	4.35	16	1.02	84	5.37
White	72	30	242	143	203	151	173	138	30	41	6	7	1	0	727	46.45	510	32.59	1,237	79.04
Other	1	0	0	2	2	0	0	0	0	0	0	0	0	0	3	.19	2	.13	5	.32
Sub-Totals:	79	34	260	148	234	155	184	141	34	43	6	7	1	0	798	50.99	528	33.74	1,326	84.73
	113		408		389		325		77		13		1		1,326					
Percent:	5.96	2.56	19.61	11.16	17.65	11.69	13.88	10.63	2.56	3.24	.45	.51	.08	.00	100.00					
	8.52		30.77		29.34		24.51		5.81		.98		.08							
PART TIME:																				
Black	2	1	4	0	1	0	1	0	1	0	0	0	0	0	9	.58	1	.06	10	.64
White	79	52	49	15	19	6	5	3	0	0	1	0	0	0	153	9.78	76	4.86	229	14.63
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	.00	0	.00	0	.00
Sub-Totals:	81	53	53	15	20	6	6	3	1	0	1	0	0	0	162	10.35	77	4.92	239	15.27
	134		68		26		9		1		1		0		239					
Percent:	33.89	22.18	22.18	6.28	8.37	2.51	2.51	1.26	.42	.00	.42	.00	.00	.00	100.00					
	56.07		28.45		10.88		3.77		.42		.42		.00							
TOTALS:	160	87	313	163	254	161	190	144	35	43	7	7	1	0	960	61.34	605	38.66	1,565	100.00
	247		476		415		334		78		14		1		1,565					
PERCENT OF FULL TIME BASED ON TOTAL N	5.05	2.17	16.61	9.46	14.95	9.90	11.76	9.01	2.17	2.75	.38	.45	.06	.00	84.73					
	7.22		26.07		24.86		20.77		4.92		.83		.06							
PERCENT OF PART TIME BASED ON TOTAL N	5.18	3.39	3.39	.96	1.28	.38	.38	.19	.06	.00	.06	.00	.00	.00	15.27					
	8.56		4.35		1.66		.58		.06		.06		.00							

[1]The State Department of Education annual report subdivides race into the following categories: American Indian, Caucasian, Negro American, Oriental, Spanish American. In this study, black corresponds to Negro American; white corresonds to Caucasian; and other includes American Indian, Oriental, and Spanish American.

TABLE III: COMPARISON OF PERCENTAGES AND NUMBERS OF TEACHERS BY YEARS OF EXPERIENCE (1970-71 AND 1974-75)

YEARS OF EXPERIENCE	1970-71		1974-75		PERCENTAGE AND DIRECTION OF CHANGE[1]
0-1	392	19.88	247	15.78	-3.80
2-5	662	33.06	476	30.42	-2.64
6-10	416	20.77	415	26.52	+5.75
11-20	379	18.93	334	21.35	+2.42
21-30	113	5.64	78	4.98	- .66
31-40	28	1.38	14	.89	- .49
41-50	12	.58	1	.06	- .52
TOTALS:	2,002		1,565		

[1]The direction of the change should read as an increase (+) or decrease (-) in the 1974-75 sample.

TABLE IV: COMPARISON OF TEACHING EXPERIENCE BY SEX (1970-71 AND 1974-75)

YEARS OF EXPERIENCE	FEMALES 1970-71 N	FEMALES 1970-71 PERCENT	FEMALES 1974-75 N	FEMALES 1974-75 PERCENT	MALES 1970-71 N	MALES 1970-71 PERCENT	MALES 1974-75 N	MALES 1974-75 PERCENT	TOTALS 1970-71 N	TOTALS 1970-71 PERCENT	TOTALS 1970-71 N	TOTALS 1970-71 PERCENT	PERCENT CHANGE IN RATIO OF FEMALES TO MALES[1]
0-1	280	71.42	160	64.78	112	28.57	87	35.22	392	19.58	247	15.78	- 6.64
2-5	437	66.01	313	65.76	225	33.98	163	34.24	662	33.06	476	30.42	- .25
6-10	247	59.37	254	61.20	169	40.62	161	38.80	416	20.77	415	26.52	+ 1.83
11-20	229	60.42	190	56.89	150	39.58	144	43.11	379	18.93	334	21.34	- 3.53
21-30	80	70.90	35	44.87	33	29.20	43	55.13	113	5.64	78	4.98	-26.03
31-40	24	85.70	7	50.00	4	14.28	7	50.00	28	1.39	14	.89	-35.70
41-50	11	91.66	1	100.00	1	8.33	0	.00	12	.59	1	.06	+ 8.34
1970-71 TOTALS:	1,308	65.33			694	34.66			2,002	99.98			-3.99
1974-75 TOTALS:			960	61.34			605	38.66			1,565	100.00	

[1]The direction of the change should be read as an increase (+) or decrease (-) in the percentage of females.

TABLE V: BLACK TEACHERS: COMPARISON OF TEACHING EXPERIENCE AND LOCATION BY COUNTY (1970-71 AND 1974-75)

YEARS OF EXPERIENCE:	0-1		2-5		6-10		11-20		21-30		31-40		41-50		TOTALS		(N)
	70-71	74-75	70-71	74-75	70-71	74-75	70-71	74-75	70-71	74-75	70-71	74-75	70-71	74-75	70-71	74-75	CHANGE
DETROIT	10	5	30	4	19	23	27	12	9	5	2	0	1	0	98	49	-49
BY COUNTY																	
Wayne (excluding Detroit)	2	1	4	4	1	2	0	1	1	0					8	8	0
Genessee	2	0	3	2	2	2	0	1	0	1					7	6	- 1
Ingham	2	0	0	3	0	1	0	0	0	0					2	4	+ 2
Kent	1	1	1	2	0	1	0	0	0	0					2	4	+ 2
Oakland	3	0	2	2	0	2	0	0	0	0					5	4	- 1
Calhoun	1	2	0	1	0	0	0	0	0	0					1	3	+ 2
Muskegon	1	1	0	2	0	0	0	0	0	0					1	3	+ 2
Washtenaw	0	0	3	1	2	1	0	0	0	0					5	2	- 3
Berrien	0	1	2	0	1	1	0	0	0	0					3	2	- 1
Macomb	0	1	1	1	1	0	0	0	0	0					2	2	0
Saginaw	0	0	0	1	0	0	2	1	0	0					2	2	0
Bay	0	0	0	1	0	0	0	0	0	0					0	1	+ 1
Jackson	0	0	1	0	0	1	0	0	0	0					1	1	0
Kalamazoo	0	1	1	0	0	0	0	0	0	0					1	1	0
St. Clair	1	0	0	1	0	0	0	0	0	0					1	1	0
Van Buren	0	0	0	0	0	0	0	0	0	1					0	1	+ 1
SUB-TOTALS: (excluding Detroit)	13	8	18	21	7	11	2	3	1	2	2	0	1	0	41	45	+ 4
TOTALS:	23	13	48	25	26	34	29	15	10	7	2	0	1	0	139	94	-45
PERCENTAGES:	16.54	13.83	34.53	26.60	18.70	36.17	20.86	15.96	7.19	7.45	1.43	.00	.71	.00	100.00	100.00	
PERCENTAGE OF CHANGE:[1]	- 2.71		-7.95		+17.47		-4.90		+.26		-1.43		-.71		-32.38		

[1]The direction of the change should read as an increase (+) or decrease (-) in the 1974-75 sample.

TABLE VI: COMPARISON OF CHANGE IN PERCENT OF THE TEACHERS BY CATEGORIES OF YEARS OF EXPERIENCE (1970-71 AND 1974-75)[1]

YEARS OF EXPERIENCE:	0-1	2-5	6-10
PERCENTAGE OF CHANGE IN:			
TOTAL SAMPLE:	- 3.80	- 2.64	+ 5.75
TOTAL BLACK TEACHERS:	- 2.71	- 7.95	+17.47
BLACK TEACHERS EMPLOYED IN DETROIT:	+ .01	-22.45	+27.55
BLACK TEACHERS EMPLOYED OUTSIDE OF DETROIT:	-13.92	+ 3.07	+ 7.37

[1]The direction of the change should be read as an increase (+) or decrease (-) in the 1974-75 sample.

TABLE VII: COMPARISON OF ACADEMIC DEGREES HELD (1948-49, 1965-66, 1970-71, 1974-75)

DEGREES HELD:	1948-49 N=241	Percent	1965-66 N=469	Percent	Percent Change Since 1948-49[1]	1970-71 N=2002	Percent	Percent Change Since 1965-66[2]	1974-75 N=1565	Percent	Percent Change Since 1970-71[3]
Bachelor's	241	100.00	465	99.15	- .85	1985	99.15	.00	1562	99.81	+ .66
Bachelor's earned in Michigan	188	78.01	355	75.69	- 2.32	1583	79.07	+ 3.38	887	56.79	-22.28
Master's	71	28.24	156	33.26	+ 5.02	560	27.97	- 5.29	515	32.91	+ 4.94
Specialist						5	.0024		8	.51	+ .51
Doctorate						4	.0019		6	.38	+ .38
No degree listed									3	.19	

[1]The direction of the change should be read as an increase (+) or decrease (-) in the 1965-66 sample.

[2]The direction of the change should be read as an increase (+) or decrease (-) in the 1970-71 sample.

[3]The direction of the change should be read as an increase (+) or decrease (-) in the 1974-75 sample.

TABLE VIII: COMPARISON OF PREDOMINANT MAJOR-MINOR COMBINATIONS (1948-49, 1965-66, 1970-71, 1974-75)

MAJORS AND MINORS:	N=251	Percent	N=450	Percent	Percent Change Since 1948-49[1]	N=2002	Percent	Percent Change Since 1965-66[2]	N=1557[3]	Percent	Percent Change Since 1970-71[4]
Speech Majors and Minors	146	58.17	337	74.89	+16.72	1767	88.25	+13.36	1439	92.42	+ 4.17
Speech Majors	71	29.29	233	51.78	+23.49	1008	40.30	- 1.48	842	54.08	+13.78
with English Minor	65	25.90	122	27.11	+ 1.11	491	24.54	- 2.56	686	30.83	+ 6.29
without English	6	2.40	52	11.56	+ 9.16	305	15.23	+ 3.67	172	11.05	- 4.18
Speech Minors	75	29.88	104	23.11	- 6.77	759	37.91	+14.80	597	38.34	+ .43
Speech-English Double Majors	8	3.18	59	13.11	+ 9.93	212	10.58	- 2.53	233	14.96	+ 4.38
English Majors	103	41.04	197	43.78	+ 2.74	687	34.31	- 9.47	828	53.18	+18.87
with Speech Minor	47	18.73	68	15.11	- 3.62	593	29.62	+14.51	501	32.17	+ 2.55
without Speech	56	22.31	70	15.56	- 6.75	94	4.64	-10.92	327	21.01	+16.37
No Speech or English Major or Minor			18	5.34		101	5.04	- .30			

[1]The direction of the change should be read as an increase (+) or decrease (-) in the 1965-66 sample.
[2]The direction of the change should be read as an increase (+) or decrease (-) in the 1970-71 sample.
[3]Data was not provided for 8 individuals.
[4]The direction of the change should be read as an increase (+) or decrease (-) in the 1974-75 sample.

TABLE IX: TEACHING ASSIGNMENTS

MAJORS AND MINORS:	Speech		Speech-English		Speech-Other		Sub-Total of Speech Assignments		English-Other		English		TOTALS	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Speech Majors	120	61.54	104	41.43	35	50.72	259	50.29	46	32.39	312	34.67	617	39.63
Speech-English Double Major	19	9.75	29	11.55	2	2.89	50	9.71	18	12.68	165	18.33	233	14.96
English Majors/Total With Speech Minor[1]	43	22.05	109	44.43	12	17.39	164	31.84	42	29.58	392	43.56	598	38.41
	(18	9.23)	(50	19.92)	(2	2.89)	(70	13.59)	(40	28.17)	(388	43.11)	(498	31.98)
No Major/ Total[2]	0	.00	1	.40	1	1.45	2	.39	0	.00	0	.00	2	.13
Major Other Than Speech or English With Speech Minor[1]	10	5.13	6	2.39	16	23.19	32	6.21	36	25.35	31	3.4	99	6.36
	(10	5.13)	(6	2.39)	(16	23.19)	(32	6.21)	(36	25.35)	(31	3.)	(99	6.36)
No Major or Minor Listed	3	1.50	2	.80	3	4.38	8	1.55	0	.00	0	.00	8	.51
Sub-Total of Speech Majors and Minors	167	85.25	190	5.70	56	81.16	413	80.19	140	98.59	896	99.56	1449	93.06
TOTALS:	195	100.00	251	00.00	69	100.00	515	100.00	142	100.00	900	100.00	1557[3]	100.00

[1]Where the total number of this major is different from the number involving a speech minor, the number of speech minors is presented below the total number in parentheses.

[2]None of these individuals have speech minors.

[3]Data was not provided for 8 individuals.

TABLE X: COMPARISON OF TEACHING ASSIGNMENTS (1970-71 and 1974-75)

MAJORS AND MINORS:		Assignments Including Speech					Assignments Including English But No Speech					Total Assignments				
		1970-71		1974-75			1970-71		1974-75			1970-71		1974-75		
		N	Percent	N	Percent	Change[2]	N	Percent	N	Percent	Change	N	Percent	N	Percent	Change
English Majors	N	409		259		-150	386		358		- 28	796		617		-179
	%		47.44		50.29	+ 2.85		34.13		34.35	+ .22		39.70		39.63	- .07
English-Speech Double Majors	N	50		50		0	162		183		+ 21	212		233		+ 21
	%		5.80		9.71	+ 3.91		14.33		17.65	+ 3.23		10.58		14.96	+ 4.38
English Majors With Speech[1] Minors	N	207		164		- 43	476		434		- 42	687		598		- 89
	%		24.01		31.84	+ 7.83		42.11		41.65	+ .46		34.31		38.41	+ 4.10
	N	(114)		(70)		(- 44)	(0)		(428)		(+428)	(594)		(498)		(- 96)
	%		(13.22)		(13.59)	(+ .37)		(.00)		(41.06)	(+41.06)		(29.67)		(31.98)	(+ 2.31)
No Majors With Speech Minors[1]	N	77		2		- 75	2		0		- 2	79		2		- 77
	%		8.93		.39	- 8.54		.18		.00	- .18		3.94		.13	- 3.81
	N	(1)		(0)		(- 1	(0)		(0)		(0)	(3)		(0)		(- 3)
	%		(.11)		(.00)	(- .11)		(.00)		(.00)	(.00)		(.14)		(.00)	(- .14)
Major Other Than Speech or English With Speech Minors[1]	N	119		0		-119	105		67		- 38	228		99		-129
	%		13.80		.00	-13.80		9.29		6.43	- 2.86		11.33		6.36	- 4.97
	N	(53)		(32)		(- 20)	(0)		(0)		(0)	(168)		(0)		(-168)
	%		(6.14)		(6.21)	(+ .07)		(.00)		(.00)	(.00)		(8.09)		(.00)	(- 8.09)
No Major or Minor Listed	N	0		8		+ 8	0		0		0	0		8		+ 8
	%		.00		1.55	+ 1.55		.00		.00	.00		.00		.51	+ .51
Sub-Total of Speech Majors, Minors	N	627		413		-214	653		1036		+383	1767		1449		-318
	%		72.73		80.19	+ 7.46		57.74		99.42	+41.69		88.25		93.06	+ 4.81
TOTALS:	N	862		515		-367	1131		1042		- 89	2002		1557[3]		-445
	%		100.00		100.00			100.00		100.00			100.00		100.00	

[1]Where the total number of this major is different from the number involving a speech minor, the number of speech minors is presented below the total number in parentheses.

[2]The direction of the change should be read as an increase (+) or decrease (-) in the 1974-75 sample.

[3]Data was not provided for 8 individuals.